

## LAURENS 55 SCHOOL DISTRICT

1029 West Main Street  
Laurens, South Carolina 29360

**GRADES** PK-12

**ENROLLMENT** 5,705 Students

**SUPERINTENDENT** Edgar C. Taylor 864-984-3568

**BOARD CHAIR** Leni N. Patterson 864-682-2633

**FISCAL AUTHORITY** District Board/Legislative Delegation

## THE STATE OF SOUTH CAROLINA

### ANNUAL DISTRICT REPORT CARD

# 2004

#### ABSOLUTE RATING:

**GOOD**

Absolute Ratings of Districts with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	11	11	0	0

#### IMPROVEMENT RATING:

**AVERAGE**

#### ADEQUATE YEARLY PROGRESS:

**NO**

This district met 28 out of 29 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2001</b>	Average	Average	N/A
<b>2002</b>	Average	Below Average	N/A
<b>2003</b>	Average	Average	No
<b>2004</b>	Good	Average	No

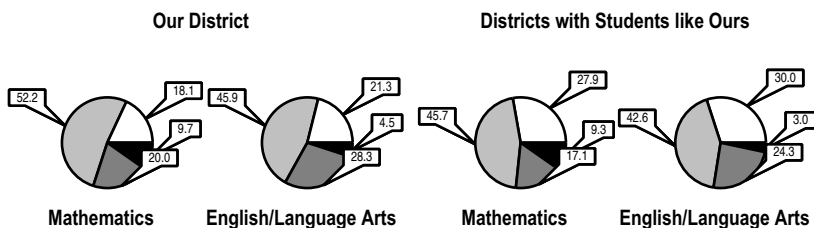
**DEFINITIONS OF DISTRICT RATING TERMS**





- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

81.7%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.**HIGH SCHOOL ASSESSMENT PROGRAM (HSAP) EXAM PASSAGE RATE: SECOND YEAR STUDENTS**

	<b>Our District</b>			<b>Districts with Students like Ours</b>		
<b>Percent</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>
<b>Passed both subtests</b>	74.2	N/A	N/A	74.1	N/A	N/A
<b>Passed 1 subtest</b>	10.1	N/A	N/A	13.8	N/A	N/A
<b>Passed no subtests</b>	15.7	N/A	N/A	12.1	N/A	N/A

**ELIGIBILITY FOR LIFE SCHOLARSHIP\***

<b>Percent of</b>	<b>Our District</b>	<b>Districts with Students like Ours</b>
<b>Seniors eligible for LIFE Scholarships at four-year institutions*</b>	8.3	12.2
<b>Seniors who met the SAT/ACT requirement</b>	8.3	12.4
<b>Seniors who met the grade point average</b>	50.0	48.4

\*Using only the SAT/ACT and grade point average requirements

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts							
All Students	2,550	99.6	21.3	46.0	28.3	4.5	32.8
Gender							
Male	1,316	99.3	27.4	45.9	24.1	2.6	26.7
Female	1,234	99.9	14.9	46.1	32.5	6.5	39.0
Racial/Ethnic Group							
White	1,561	99.4	15.2	44.5	34.4	5.8	40.2
African-American	904	99.9	30.8	48.0	18.8	2.5	21.2
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	77	100.0	32.8	50.0	15.6	1.6	17.2
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	2,130	99.9	16.0	46.9	32.0	5.1	37.1
Disabled	420	98.3	49.1	41.3	8.3	1.3	9.6
Migrant Status							
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	2,550	99.6	21.3	46.0	28.3	4.5	32.8
English Proficiency							
Limited English Proficient	62	100.0	35.3	47.1	17.6	0.0	17.6
Non-Limited English Proficient	2,488	99.6	20.9	46.0	28.5	4.6	33.1
Socio-Economic Status							
Subsidized meals	1,497	99.5	27.6	47.0	22.5	2.8	25.4
Full-pay meals	1,053	99.8	12.4	44.6	36.2	6.8	43.0
Mathematics							
All Students	2,549	99.8	18.1	52.2	20.0	9.7	29.7
Gender							
Male	1,316	99.6	20.3	49.7	20.6	9.4	30.0
Female	1,233	100.0	15.7	54.8	19.5	10.0	29.5
Racial/Ethnic Group							
White	1,560	99.7	14.6	48.5	23.2	13.7	36.9
African-American	904	100.0	23.4	58.0	15.2	3.4	18.6
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	77	100.0	26.6	56.3	14.1	3.1	17.2
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	2,129	99.9	12.7	53.1	22.9	11.4	34.2
Disabled	420	99.3	46.4	47.2	5.3	1.1	6.3
Migrant Status							
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	2,549	99.8	18.1	52.2	20.0	9.7	29.7
English Proficiency							
Limited English Proficient	62	100.0	27.5	54.9	15.7	2.0	17.6
Non-Limited English Proficient	2,487	99.8	17.9	52.1	20.1	9.9	30.0
Socio-Economic Status							
Subsidized meals	1,496	99.7	24.0	54.7	16.2	5.0	21.3
Full-pay meals	1,053	99.9	9.8	48.6	25.3	16.2	41.5

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

**PACT PERFORMANCE BY GRADE LEVEL**

		<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>English/Language Arts</b>								
<b>2003</b>	Grade 3	437	99.3	17.0	41.8	38.4	2.7	41.1
	Grade 4	458	99.1	27.1	46.4	25.1	1.4	26.6
	Grade 5	425	99.5	29.7	51.9	17.2	1.2	18.5
	Grade 6	462	100.0	32.4	45.6	19.7	2.4	22.1
	Grade 7	398	100.0	28.1	45.1	24.7	2.1	26.8
	Grade 8	511	99.8	35.3	47.1	15.9	1.7	17.5
<b>2004</b>	Grade 3	428	99.1	11.5	32.5	45.9	10.1	56.0
	Grade 4	401	100.0	15.5	52.6	30.2	1.8	32.0
	Grade 5	476	99.0	21.0	56.0	21.7	1.3	23.0
	Grade 6	415	100.0	34.2	36.2	24.8	4.7	29.5
	Grade 7	438	100.0	26.7	51.7	18.4	3.3	21.7
	Grade 8	392	99.7	24.9	48.4	23.0	3.7	26.7

<b>Mathematics</b>								
<b>2003</b>	Grade 3	437	99.8	19.2	50.5	21.4	9.0	30.3
	Grade 4	458	99.8	17.7	59.7	15.6	7.0	22.5
	Grade 5	425	99.8	24.6	52.0	18.4	5.0	23.4
	Grade 6	462	100.0	19.4	43.2	24.0	13.4	37.4
	Grade 7	398	100.0	21.0	46.9	19.1	13.0	32.1
	Grade 8	511	100.0	31.7	47.6	15.4	5.3	20.7
<b>2004</b>	Grade 3	428	99.5	11.0	60.5	21.8	6.7	28.5
	Grade 4	401	100.0	13.9	52.8	21.9	11.3	33.2
	Grade 5	476	99.4	19.0	54.2	17.9	8.9	26.8
	Grade 6	415	100.0	19.1	43.7	25.1	12.2	37.2
	Grade 7	438	100.0	24.8	47.4	17.9	9.9	27.8
	Grade 8	392	100.0	27.5	50.5	15.3	6.6	22.0

**SCHOOLS IN "SCHOOL IMPROVEMENT STATUS"**

These schools will be reported in a separate document.

**DEFINITION OF SCHOOLS IN "SCHOOL IMPROVEMENT STATUS"**

Title I schools that fail to make adequate yearly progress for two consecutive years

**HSAP PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>English/Language Arts</b>							
All Students	393	99.5	17.9	25.1	36.0	21.0	57.0
<b>Gender</b>							
Male	175	98.9	24.4	28.5	26.7	20.3	47.1
Female	218	100.0	12.6	22.4	43.5	21.5	65.0
<b>Racial/Ethnic Group</b>							
White	256	99.6	9.9	19.0	43.1	28.1	71.1
African-American	130	99.2	33.9	37.0	22.0	7.1	29.1
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	324	99.4	7.5	26.6	42.3	23.5	65.8
Disabled	69	100.0	67.2	17.9	6.0	9.0	14.9
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	393	99.5	17.9	25.1	27.3	21.0	57.0
<b>English Proficiency</b>							
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	387	99.5	17.8	24.9	36.0	21.3	57.2
<b>Socio-Economic Status</b>							
Subsidized meals	178	99.4	28.2	33.3	30.5	8.0	38.5
Full-pay meals	215	99.5	9.4	18.4	40.6	31.6	72.2

<b>Mathematics</b>							
All Students	393	99.0	21.9	28.9	27.3	21.9	49.2
<b>Gender</b>							
Male	175	97.7	27.1	25.9	21.2	25.9	47.1
Female	218	100.0	17.8	31.3	32.2	18.7	50.9
<b>Racial/Ethnic Group</b>							
White	256	99.2	14.3	25.8	31.0	29.0	59.9
African-American	130	98.5	38.1	34.1	19.8	7.9	27.8
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	324	99.1	12.3	29.9	32.1	25.8	57.9
Disabled	69	98.6	68.2	24.2	4.5	3.0	7.6
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	393	99.0	21.9	28.9	27.3	21.9	49.2
<b>English Proficiency</b>							
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	387	99.0	22.2	28.5	27.2	22.2	49.3
<b>Socio-Economic Status</b>							
Subsidized meals	178	98.3	33.1	32.0	23.3	11.6	34.9
Full-pay meals	215	99.5	12.7	26.4	30.7	30.2	60.8

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

**PERFORMANCE BY STUDENT GROUPS**

	Exit Exam Passage Rate by Spring 2004		Eligibility for LIFE Scholarships*		Graduation Rate		
	n	%	n	%	n	%	Met State Objective
All students	252	95.6%	242	8.3%	310	64.2%	N/A
<b>Gender</b>							
Male	116	94.8%	110	7.3%	158	53.2%	
Female	136	96.3%	132	9.1%	152	75.7%	
<b>Racial/Ethnic Group</b>							
White	162	98.1%	147	12.2%	182	69.8%	
African American	88	90.9%	93	1.1%	126	56.3%	
Asian/Pacific Islander	N/A	N/A	0	N/A	N/A	N/A	
Hispanic	1	I/S	2	I/S	2	I/S	
American Indian/Alaskan	N/A	N/A	0	N/A	N/A	N/A	
<b>Disability Status</b>							
Not disabled	232	96.6%	216	8.8%	270	70.0%	
Disabilities other than speech	20	85.0%	26	3.8%	40	25.0%	
<b>Migrant Status</b>							
Migrant	N/A	N/A	0	N/A	N/A	N/A	
Non-migrant	251	95.6%	242	8.3%	N/A	N/A	
<b>English Proficiency</b>							
Limited English proficient	1	I/S	1	I/S	1	I/S	
Non-LEP	251	95.6%	241	8.3%	307	64.5%	
<b>Socio-Economic Status</b>							
Subsidized meals	84	92.9%	108	4.6%	131	58.0%	
Full-pay meals	168	97.0%	134	11.2%	179	68.7%	

\* Using only the SAT and grade point average requirements

n = number of students on which percentage is calculated

**EXAM PASSAGE RATE BY SPRING 2004**

	Our District	Districts with Students like Ours
Percent	95.6%	94.4%

**GRADUATION RATE**

	Our District	Districts with Students like Ours
Number of Students	310	410
Number of Diplomas	199	314
Rate	64.2%	75.9%

**2003-04 COLLEGE ADMISSIONS TESTS**

SAT	Verbal		Math		Total	
	2003	2004	2003	2004	2003	2004
District	484	454	483	458	967	912
State	493	491	496	495	989	986
Nation	507	508	519	518	1026	1026

ACT	English		Math		Reading		Science		Total	
	2003	2004	2003	2004	2003	2004	2003	2004	2003	2004
District	18.2	17.3	18.1	17.6	19.0	18.0	18.7	18.2	18.7	17.8
State	18.7	18.8	19.0	19.1	19.4	19.4	19.2	19.3	19.2	19.3
Nation	20.3	20.4	20.6	20.7	21.2	21.3	20.8	20.9	20.8	20.9

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

DISTRICT PROFILE

	Our District	Change from Last Year	Districts with Students Like Ours	Median District
Students (n= 5,705)				
First graders who attended full-day kindergarten	97.6%	N/C	98.4%	97.2%
Retention rate	10.8%	Up from 7.7%	5.4%	5.3%
Attendance rate	96.0%	Up from 95.3%	96.1%	96.2%
Students with disabilities other than speech taking PACT (ELA) off grade level	6.8%		6.9%	5.8%
Students with disabilities other than speech taking PACT (Math) off grade level	4.3%		5.6%	5.1%
Eligible for gifted and talented	6.5%	Down from 7.0%	11.7%	11.6%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	12.2%	Up from 12.1%	11.9%	10.9%
Older than usual for grade	7.5%	Up from 5.5%	5.1%	5.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.2%	Down from 0.8%	0.9%	1.1%
Enrolled in AP/IB programs	8.1%	Down from 9.6%	8.7%	9.9%
Successful on AP/IB exams	N/AV	N/AV	N/AV	N/AV
Enrolled in adult education GED or diploma programs	224	Up from 186	136	157
Completions in adult education GED or diploma programs	51	Down from 54	40	39
Annual dropout rate	2.9%	Up from 2.0%	3.1%	2.9%
Teachers (n= 366)				
Teachers with advanced degrees	44.5%	Up from 42.2%	47.2%	50.0%
Continuing contract teachers	85.2%	Up from 82.3%	86.0%	84.6%
Highly qualified teachers**	95.4%	N/A	92.6%	92.5%
Teachers with emergency or provisional certificates	4.2%		4.2%	4.4%
Teachers returning from previous year	87.7%	Up from 84.9%	89.6%	89.9%
Teacher attendance rate	95.4%	Up from 93.8%	94.6%	94.7%
Average teacher salary	\$39,177	Up 1.9%	\$40,161	\$40,566
Vacancies for more than nine weeks	0.8%	N/C	0.4%	0.3%
Prof. development days/teacher	13.1 days	Up from 12.3 days	12.0 days	12.0 days
District				
Superintendent's years at district	10.0	Up from 9.0	3.0	3.0
Student-teacher ratio in core subjects	21.3 to 1	Up from 21.2 to 1	20.4 to 1	21.0 to 1
Prime instructional time	90.2%	Up from 87.9%	89.3%	89.5%
Dollars spent per pupil*	\$6,655	Down 5.8%	\$7,288	\$7,217
Percent of expenditures for teacher salaries*	55.7%	Down from 56.0%	56.2%	55.6%
Opportunities in the arts	Excellent	No change	Excellent	Excellent
Parents attending conferences	99.0%	No change	97.3%	97.3%
Number of schools	11	No change	10	8
Number of magnet schools	0	No change	0	0
Number of charter schools	0	No change	0	0
Number of alternative schools	0	No change	0	0
Portable classrooms	9.4%	Down from 12.4%	2.1%	4.3%
Average age in years of school facilities	30	No change	25	26
Number of schools with SACS accreditation	11	No change	9	8
Average administrator salary	\$69,429		\$66,124	\$67,300

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	N/A	92.0%
Highly qualified teachers in high poverty schools**	96.8%	91.1%
	State Objective	Met State Objective
Highly qualified teachers**	65.0%	Yes
Student attendance rate	95.3%	Yes

\*\*NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

**SCHOOL DISTRICT GOVERNANCE**

<b>Board Membership</b>	7 trustees elected to single-member seats
<b>Fiscal Authority</b>	District Board/Legislative Delegation
<b>Average Number of Hours of Training Annually</b>	32.0 per board member
<b>Percent new trustees completing orientation</b>	100.0%

**DISTRICT SUPERINTENDENT'S REPORT**

Laurens County School District #55 continues to make progress in the face of the challenges of shrinking financial resources and expanding state and federal mandates. Our district is fortunate to have an excellent, dedicated staff that works for the success of all students.

Measures of academic success such as the Palmetto Achievement Challenge Test (PACT) show continued improvement in English/Language Arts and Math. During this year, we have begun using the Measurement of Academic Progress (MAP) as a tool to diagnose student strengths and weaknesses and to direct instruction.

Montessori education continues to be an outstanding program available to parents and students and will be expanded one additional grade this year to serve 3K-8th grade. Approximately 700 students in 31 classes at six schools are in the Montessori program. Laurens has both one of the most respected and most experienced public school Montessori programs in the southeast.

Our literacy program continues to be successful. Five of our present literacy coaches are involved in intensive, research-based training through the South Carolina Reading Initiative. At least two other coaches will begin training in the fall.

This year we celebrated the completion of an addition and renovation program at Laurens District 55 High School. Ten new classrooms, air conditioning in the school gymnasium and renovation of the band department and athletic building lobby added to both the beauty and functionality of the campus. Our goal continues to be that we eliminate housing classes in temporary, aging portables.

It is my belief that Laurens County School District #55 has made great strides over the last year in "Moving Ahead for All Children."

Sincerely,

Edgar C. Taylor, Ed.D.  
Superintendent